MIAMI DADE COUNTY PUBLIC SCHOOLS

School Improvement Process

<u>School Information</u>

Name of School (School Number - School Name)

2371-West Hialeah Gardens Elementary

Principal (Last Name, First Name)

Gonzalez, Sharon

Assistant Principal(s) (Last Name, First Name; Last Name, First Name)

Pineiro, Mary; Sarmiento, Roberto

MTSS Coordinator (Last Name, First Name)

Catoni, Leslie

Demographic Overview

West Hialeah Gardens has a student population of 1043. Student ethnicity is as follows: 98.2% Hispanic, .8% Black, .8% White, and .25% Asian. The percentage of students receiving services for Speakers of Other Languages is 40.27%, Free and Reduced Lunch is 87.62%, and Exceptional Student Education is 16.93%.

Current School Status

a. Provide the School's Mission Statement

West Hialeah Gardens will strive to create a supportive environment where school, home, and community form a partnership dedicated to maximizing each student's learning potential.

b. Provide the School's Vision Statement

West Hialeah Gardens is committed to providing the highest standard of educational excellence while seeking to create bilingual and biliterate citizens who will flourish in a global society.

School Narrative

1. Provide a brief description of the community the school serves as well as highlighting the unique features and programs within the school.

School narrative West Hialeah Gardens is located in the city of Hialeah Gardens, a predominantly Hispanic, working-class community with many recent immigrants. West Hialeah Gardens Elementary staff continues to learn about the student culture through surveys and orientation meetings that include students and parents before the beginning of each school year. The school supports parental involvement through parent academies, student showcases, and field trips that allow students and parents to express themselves. Parents and families will be engaged through services available through the school, the district, and the community. Services provided through the district are education materials and ELL district support services to improve the education of immigrant and English Language Learners. Title III funds are used to supplement and enhance the programs for English Language Learners and immigrant students by the following: before and after-school tutorial programs and parent outreach activities. The students of West Hialeah Gardens Elementary are eligible to receive services and will do so upon the identification and classification of a student as homeless. Project Upstart, Homeless Children & Youth Program assists the staff with the identification, enrollment, attendance, and transportation of homeless students. The Homeless Liaison provides training for the school registrar on the procedures for enrolling homeless students. The school counselor ensures homeless children and youth are not stigmatized or separated, segregated, or isolated based on their status as homeless and are provided with all entitlements as stipulated by the McKinney Vento Homeless Assistance Act. Project Upstart provides a homeless sensitivity, an awareness campaign to our school. We are provided with a video and curriculum manual and are encouraged to participate in a contest sponsored by the homeless trust-a community organization, that promotes the inclusion of all students. Our school counselor continues to participate in community organization meetings and task forces as it relates to homeless children and youth. She has been trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students. West Hialeah Gardens Elementary School offers a non-violence and anti-drug program to students which incorporates field trips, community service, and counseling provided through a partnership with Citrus Health System and the Healthy Me Program. We also adhere to and implement the nutrition requirements stated in the District Wellness Policy.

Are you a Title I School?

yes

Please confirm the following. School Improvement Plan (SIP) district coordinated educational interventions to be selected by schools implementing the Title I Schoolwide Program

Participate in district coordinated efforts to improve student outcomes at the schoolsite through educational services (Such as extended learning opportunities, summer services, before or after school tutorials, intersection and spring recess tutorial sessions, etc.), in accordance with the approved SIP/Title I Plan.

Participate in discretionary educational services provided by the school district generated from the proportionate share of this school's Title I Schoolwide Program allocation. Such services are tailored in accordance to the educational needs of the students as depicted within the SIP/Title I Plan.

Phase I: Data Analysis (July 15 – August 14, 2020)

Phase I of the School Improvement Process will begin at the 2020 Synergy Summer Institute. The School Leadership Team (SLT) will participate in a Strategic Planning Course to initiate the yearlong School Improvement Process. During the Synergy Summer Institute, the SLT will analyze a comprehensive set of quantitative and qualitative data within the areas of School Culture and Academic Programs from the previous school year.

After Synergy the SLT will continue the completion of Phase I by reflecting on the current practices and processes contributing to the data results during a Systems Review. The SLT will review and consider Essential Practices utilized in M-DCPS and identify practices within School Culture and Academic Programs to sustain or enhance the implementation of the school's continuous improvement process. The SLT will develop overarching Outcome Statements for the 2020-2021 school year.

Phase I will conclude with the design of an Opening of Schools Professional Development Agenda that will serve to: present the findings to the faculty to gain stakeholder involvement/feedback, build consensus and develop a collective understanding of how the school's plan will address, and be aligned to, the school's unique opportunities for improvement.

Phase I includes:

- Data and Systems Review
- School Culture and Academic Programs Data Map via Power BI: SIP Dashboard
- School Culture Data and Systems Review Organizer
- Academic Programs Data and Systems Review Organizer
- Essential Practices Selection
- School Leadership Core Competencies
- Priority Actions Development
- Outcome Statements
- Opening of School Professional Development

Phase I

Data Analysis

Analyze - Reflect - Identify

Phase I will be completed during the 2020 Synergy Summer Institute.

July 15 - August 14, 2020

During the Synergy Summer Institute, SLTs will collaborate in trainings led by District staff designed to analyze, reflect and identify the components that contributed to the previous year's data outcomes. The series of professional development courses will assist schools in developing and implementing the School's Improvement Process with a high degree of fidelity to maximize the impact and investment by stakeholders into all school improvement initiatives.

Through data disaggregation, reflection and discussion, the SLT's goal will be to identify and agree on the Essential Practices that would need to be sustained or enhanced during the 2020-2021 school year to ensure improvement in School Culture and Academic Programs.

Phase I will conclude with each school:

- *Identifying the Priority Actions for each Essential Practice selected*
- *Identifying the Outcome Statements for School Culture and Academic Programs*

- *Creating a plan to provide the faculty with professional development and garner feedback from all stakeholders on all Phase I content during the 2020-2021 Opening of Schools*

PART ONE - Synergy Summer Institute

DATA AND SYSTEMS REVIEW

School Leadership Teams will access and review all 2019-2020 data points provided on the SIP Dashboard located on Power BI. Systems Review Organizers will assist the school to further examine and align results to the Essential Practices.

<u>*Data and Systems Review*</u>

1. *SLTs will analyze the School Culture and Academic Programs Data on the SIP Dashboard (i.e. student level data and teacher level data) and discuss findings.*
2. *Within the Data and Systems Review Organizer, classify data findings into the second column titled:*

"Data Findings & Area" based on their appropriate rating (input no more than three data points for each rating):

- ***Significantly Improved Data Findings****: Data findings that indicate substantial increases as compared to previous years. Also, data findings that, when compared to schools with similar demographics, indicate above the norm performance. Select the three data points that have had the greatest positive impact on the school's overall success.*
- ***Neutral Data Findings****: Data findings that have remained constant, with little to no improvement/decline from previous years. Also, data findings that, when compared to schools with similar demographics, indicate with-in the norm performance. Select the data points that, if improved, could have the greatest impact on the school's overall performance.*
- ***Significantly Decreased Data Findings****: Data findings that have declined in value from previous years. Also, data findings that, when compared to schools with similar demographics, indicate below the norm performance. Select the three data points that have had the negative impact on overall school success.*

3. *Within the Data and Systems Review Organizer, input a rationale for each data finding into the third column titled "Rationale for Selection of Data" for School Culture and Academic Programs.*
4. *Within the Data and Systems Review Organizer, the SLTs will review each data point selected and after the Systems Review will determine which Essential Practices contributed the most or had the greatest impact for each data finding (positive, neutral, and/or negative). The School Leadership Team will enter the Essential Practices into the fourth column titled "Connected Essential Practices". Input no more than three Essential Practices for each data finding (only one per each data finding is required).*

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the factors that have had the greatest impact on their school's performance.

DATA AND SYSTEMS REVIEW ORGANIZER

SCHOOL CULTURE

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	The 2019-2020 SIP Survey results (on Power BI) indicated 60% of teachers agreed all the time with the statement: "Students who exhibit early warning indicators or disruptive behaviors, are provided interventions". The 2018-2019 SIP Survey results (on Power BI) indicated 41% of teachers agreed all the time with the statement "Students who exhibit early warning indicators or disruptive behaviors, are provided interventions".This is a 19 percentage point increase.	The data was selected because teachers found that support personnel made great strides to identify and positively intervene to warning indicators in order to find adequate support for students.	Positive Behavior Support (PBS) Response to Early Warning Systems (EWS) Effective Use of School and District Support Personnel
	The 2019-2020 Attendance Trends results (on Power BI) indicated 1% of students were absent 31 days or more. The 2018-2019 Attendance Trends results (on Power BI) indicated 3% of students were absent 31 days or more. This is a 2 percentage point decrease.	The data were selected because the training provided on social and emotional awareness resulted in improved attendance trends through effective staff-student connections.	Staff-Student Connections Social and Emotional Learning (SEL) Collaborative Spaces

	The 2019-2020 SIP Survey results (on Power BI) indicated 91% of teachers responded yes to the question: "Do you know the members of your school's Professional Learning Support Team (PLST) and their expertise in developing your knowledge and skills?". The 2018-2019 SIP Survey results (on Power BI) indicated indicated 83% of teachers responded yes to the question: "Do you know the members of your school's Professional Learning Support Team (PLST) and their expertise in developing your knowledge and skills?". This is a 8 percentage point increase.	The data was selected because the PLST have effectively implemented their roles in promoting culturally responsive teaching with all staff members.	Promoting Growth Mindset Collaborative Spaces Communicate With Stakeholders

Essential Practice for Significantly Improved Data Findings (Sustained)

Effective Use of School and District Support Personnel

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	The 2019-2020 School Climate Survey results (on Power BI) indicated 21% of students were neutral to the statement: "Adults at my school care about me as an individual". The 2018-2019 School Climate Survey results (on Power BI) indicated 21% of students were neutral to the statement: "Adults at my school care about me as an individual". There is no percentage point increase or decrease.	The data were selected because the transition of staff members may have impacted staff-student connections.	Staff-Student Connections Student Voice Welcoming Spaces
	The 2019-2020 School Climate Survey results (on Power BI) indicated 61% of staff were neutral to the statement: "School personnel work together as a team". The 2018-2019 School Climate Survey results (on Power BI) indicated 61% of staff were neutral to the statement: "School personnel work together as a team". There is no percentage point increase or decrease.	The data were selected because the transition of staff members may have impacted personnel working together as a team.	Team Building Activities Social and Emotional Learning (SEL) Collaborative Spaces

	The 2019-2020 SIP Survey results (on Power BI) indicated 100% of teachers responded yes to the question: "Was school-wide data shared to inform staff of the school's progress in the School Improvement Process?". The 2018-2019 SIP Survey results (on Power BI) indicated 100% of teachers responded yes to the question: "Was school-wide data shared to inform staff of the school's progress in the School Improvement Process?". There is no percentage point increase or decrease.	The data were selected because maintaining staff members informed of the progress in the School Improvement Process impacts school culture and performance.	Shared Vision/Mission Promoting Growth Mindset School Spirit, Pride and Branding

Essential Practice for Neutral Data Findings (Secondary)

Social and Emotional Learning (SEL)

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	The 2019-2020 School Climate Survey results (on Power BI) indicated 67% of students strongly agreed with the statement: "I am getting a good education at the school". The 2018-2019 School Climate Survey results (on Power BI) indicated 74% of students strongly agreed with the statement: "I am getting a good education at the school". This is a 7 percentage point decrease.	The data were selected because staff-student connections are impacted by a lack social and emotional awareness. This is important for our school since we want to promote the emotional and social well-being of our students using research-based strategies.	Social and Emotional Learning (SEL) Staff-Student Connections Celebrate Successes
	The 2019-2020 School Climate Survey results (on Power BI) indicated 50% of teachers strongly agreed with the statement: "Adequate disciplinary measures are used at my school". The 2018-2019 School Climate Survey results (on Power BI) indicated 64% of teachers strongly agreed with the statement:	The data were selected because teachers need to feel that disruptive students are dealt with in an adequate manner. This is important for our school since we want to promote the emotional and social well-being of our students. Students will learn best in a culture that promotes empathy, inclusiveness and safety and our school will continue propelling mindfulness.	Mindfulness Response to Early Warning Systems (EWS)

"Adequate disciplinary measures are used at my school". This is a 14 percentage point decrease.		Inclusivity, Tolerance and Anti-Bullying
The 2019-2020 School Climate Survey results (on Power BI) indicated 33% of teachers agreed with the statement: "Students are deficient in basic academic skills". The 2018-2019 School Climate Survey results (on Power BI) indicated 40% of teachers agreed with the statement: "Students are deficient in basic academic skills". This is a 7 percentage point decrease.	The data were selected because teachers need to use the social and emotional resources available to them to address students who lack foundational skills and are at-risk of regressing. At our school, many students entered their respective grade level lacking basic skills. By providing training, a growth mindset, and a shared vision among the students and staff, we will be able to provide instructional strategies that will help students close the instructional learning gap.	Shared Vision/Mission Empower Teachers And Staff Promoting Growth Mindset

Essential Practice for Significantly Decreased Data Findings (Primary)

Staff-Student Connections

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DATA AND SYSTEMS REVIEW ORGANIZER

ACADEMIC PROGRAMS

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Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	According to the Academic Programs tab (on Power BI) the 2018 Science proficiency is 49%, the 2019 Science proficiency is 50%, and the 2020 Science Predicted Proficiency is 52%. This is a 3 percentage point increase over a three year period.	The data were selected because instruction using the SAMR model, STEAM matrix and district pacing guides that focused on state standards resulted in increased science scores. This positively impacted the science proficiency scores by 3 percentage points over a three year period.	21st Century Learning (4Cs: Creativity, Collaboration, Communication, and Critical thinking) Standards-Based Collaborative Planning

			Technology Integration
	According to the Academic Programs tab (on Power BI) the 2020 Third Grade ELA iReady AP 2 proficiency is 66%, the 2019 Third Grade ELA iReady AP1 proficiency is 53%. This is a 13 percentage point increase over the AP1 and AP2 administration for the 2019-2020 school year.	The data were selected because these scores were key to maintaining the school grade. Third grade students were able to improve because they were given targeted instruction using district pacing guides that focused on state standards. This positively impacted the increase in student proficiency in Grade 3 ELA iReady by 13 percentage points.	Collaborative Data Chats Differentiated Instruction Effective Curriculum and Resource Utilization
	According to the Academic Programs tab (on Power BI) the 2018 Fifth Grade ELA proficiency was 53%, the 2019 Fifth Grade ELA proficiency is 56%, and the 2020 FIfth Grade ELA Predicted Proficiency is 56%. This is a 3 percentage point increase over a three year period.	The identified data point is important because data driven instruction was essential in providing students individualized instruction and strategies that positively impacted the increase in the overall average by .5 percentage point.	Differentiated Instruction Interventions/RtI Gradual Release of Responsibilities Model (GRRM)

Essential Practice for Significantly Improved Data Findings (Sustained)

Technology Integration

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	According to the Academic Programs tab (on Power BI) the 2019 district ELA Proficiency is 58%. According to the Academic Programs tab (on Power BI) the schoolwide 2020 ELA Predicted Proficiency is 57%. There is 1 percentage point decrease.	Since ELA proficiency remained neutral, the identified data point is crucial to exposing students to data-driven rigorous standards-based explicit instruction in order to increase school-wide proficiency goals in the ELA tested standards.	Data-Driven Instruction Collaborative Data Chats

		Standards-Based Collaborative Planning
According to the Academic Programs tab (on Power BI) the 2018 Fifth Grade Math proficiency is 63%, the 2019 Fifth Grade Math proficiency is 63%. There is no percentage point decrease over a two year period.	The identified data point is significant because in order to increase our Grade 5 Math proficiency, students need to be taught strategies driven by data that meet the rigor of a standards-based instruction as reflected in the FSA Math.	Data-Driven Instruction Differentiated Instruction Standards-Aligned Instruction
According to the Academic Programs tab (on Power BI) the 2018 Fifth Grade ELA proficiency is 53%, the 2019 Fifth Grade ELA proficiency is 56%, and the 2020 Fifth Grade ELA Predicted Proficiency is 56%. There is no percentage point predicted increase or decrease over a three year period.	The identified data point is significant because in order to increase our Grade 5 ELA proficiency, students need to be exposed to data-driven, rigorous standards-based instruction in the ELA FSA.	Data-Driven Instruction Collaborative Data Chats Standards-Based Collaborative Planning

Essential Practice for Neutral Data Findings (Secondary)

Differentiated Instruction

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	According to the Academic Programs tab (on Power BI) the 2018 Math proficiency is 66%, the 2019 Math proficiency is 69%, and the 2020 Math Predicted Proficiency is 61%. There is a 5 percentage point decrease over a three year period.	This data point is significant because our overall predicted decrease on the FSA math proficiency is due to the pandemic shut down limiting data-driven	Differentiated Instruction

		Data-Driven Instruction Standards-Based Collaborative Planning
	interventions specific to the student's level of performance.	
According to the Academic Programs tab (on Power BI) the 2018 Fourth Grade Math proficiency is 64%, the 2019 Fourth Grade Math proficiency is 76%, and the 2020 Fourth Grade Math Predicted Proficiency is 58%. There is a 6 percentage point decrease over a three year period.	This data point is significant because our predicted decrease in Grade 4 Math proficiency is due to the pandemic shutdown limiting the implementation of standards-based instruction specific to the curricular goals set for students.	Differentiated Instruction Data-Driven Instruction Standards-Based Collaborative Planning
According to the Academic Programs tab (on Power BI) the 2018 Fifth Grade Math proficiency is 63%, the 2019 Fifth Grade Math proficiency is 63%, and the 2020 Fifth Grade Math Predicted Proficiency is 58%. There is a 5 percentage point decrease over a three year period.	This data point is significant because our predicted decrease in Grade 5 Math proficiency is due to the pandemic shutdown limiting differentiated instruction opportunities specific to the student's level of performance.	Differentiated Instruction Data-Driven Instruction Standards-Based Collaborative Planning

Essential Practice for Significantly Decreased Data Findings (Primary)

Data-Driven Instruction

ESSENTIAL PRACTICES REVIEW

School Leadership Teams will examine the "Connected Essential Practices" column within the Data and Systems Review Organizer for School Culture and Academic Programs. SLTs will identify and come to a consensus on which continuing Essential Practices lead to, and/or had the greatest impact on, overall school improvement.

Sustained Essential Practice

To identify the Sustained Essential Practice, SLTs will review the Essential Practices listed within the "Significantly Improved Data Findings" section. The SLT will agree on the Essential Practice which had the greatest impact on overall school improvement. This observed practice can exist school-wide or be grade-level or department/content specific.

<u>*Primary Essential Practice*</u>

To identify the Primary Essential Practice, SLTs will review the Essential Practices listed within the "Significantly Decreased Data Findings" section. The SLT will determine which Essential Practice needs the greatest enhancements to have a positive impact on the school's overall performance during the 2020-2021 school year.

<u>*Secondary Essential Practice*</u>

To identify the Secondary Essential Practice, SLTs will review the Essential Practices listed within the "Neutral Data Findings" section. The SLT will determine which Essential Practice needs enhancements to have a positive impact on the school's overall performance during the 2020-2021 school year.

The selection of each Essential Practice (Sustained, Primary and Secondary) and Priority Actions will drive the school's action plans for the 2020-2021 school year.

<h2 style="text-align:center;color:red;">SCHOOL CULTURE</h2>

Sustained Essential Practice

Effective Use of School and District Support Personnel

Primary Essential Practice

Staff-Student Connections

Secondary Essential Practice

Social and Emotional Learning (SEL)

<h2 style="text-align:center;color:blue;">ACADEMIC PROGRAMS</h2>

Sustained Essential Practice

Technology Integration

Primary Essential Practice

Data-Driven Instruction

Secondary Essential Practice

Differentiated Instruction

PART TWO

SCHOOL LEADERSHIP CORE COMPETENCIES

The School Improvement Process begins with identification of Essential Practices within a school to sustain or enhance to improve the school's overall performance during the 2020-2021 school year. The next step in the process is to assess and develop the School Leadership Team's skills to successfully lead and support the implementation of the plan.

The School Leadership Core Competencies identified below include patterns of thinking, feeling, acting, or speaking that are directly connected to a leader's ability to affect change within a school. SLTs will assess their current skill level in each of the Core Competencies and determine how they will be applied throughout the School Improvement Process.

Competency 1: Commitment to Students *A relentless pursuit and commitment to student learning as evidenced by a belief in one's own capability, and the courage to take a stand on behalf of students.*

Commitment to Students includes certain behaviors such as:

- *taking ownership for students' learning*
- *setting high expectations for all learners*
- *believing in students' ability to learn regardless of barriers*
- *relentlessly pursuing the implementation of what is right for the students*
- *supporting decisions and policies to improve instruction and advance learning for all students*

Development in Commitment to Students prioritizes the students' learning as the foundation of the School Improvement Process.

Competency 2: Focus on Sustainable Results *The deliberate actions and continuous drive to set challenging goals and reach a high standard of performance despite barriers.*

A Focus on Sustainable Results includes certain behaviors such as:

- *prioritizing activities*
- *implementing initiatives*
- *regularly tracking progress*

- *demonstrating perseverance*
- *considering innovative actions*
- *taking courses of action to achieve desired results and minimize risks*

Developing in the area of Focusing on Sustainable Results will provide short and long-range goals for successful implementation of School Improvement Process.

Competency 3: Developing Others *The act of influencing others, with the specific intent, to increase their short and long-term effectiveness, perceptions, thinking, and actions.*

Developing Others includes certain behaviors such as:

- *setting positive expectations*
- *personally providing instruction*
- *providing developmental feedback*
- *choosing the timing and delivery of information*
- *selecting training and work assignments to build other's capabilities*
- *fully delegating so that others may learn from their own successes and mistakes*

Growth in Developing Others will provide opportunities to influence and improve the skills of all stakeholders throughout the School Improvement Process.

Competency 4: Engages the Team *A group of adults working collectively to leverage their input, to develop actionable and tangible goals, and to implement change in the school.*

Engaging the Team includes certain behaviors such as:

- *empowering others*
- *keeping people on the team informed*
- *ensuring that the team produces as planned*
- *promoting the morale and performance of a team*
- *obtaining resources that the team needs to perform*
- *motivating the team with a compelling vision and enthusiasm*

Development in Engaging the Team allows for a collaborative and comprehensive effort by all stakeholders throughout the School Improvement Process.

Competency 1: Commitment to Students

Describe the School Leadership Team's current reality regarding Commitment to Students.

Currently our commitment to students is at a Level 3 competency, School leaders stand behind the students by developing staff to better address the social-emotional needs of all students.

As evidenced by:

According to the staff climate survey, 40% of teachers indicated that interventions were provided to students who exhibit early warning indicators some of the time or never. Weekly collaborative planning, parent conference logs, and virtual connections via ZOOM, Class Dojo, and TEAMS will serve to connect and engage with students who exhibit early warning indicators.

Describe how the School Leadership Team will use the Commitment to Students competency in the School Improvement Process.

The School Leadership Team will use the commitment to students competency in the school improvement process to establish an action plan that will lead the entire team to cultivate a culture understanding of students' social-emotional well-being. The School Leadership Team will provide professional development to the staff with strategies on how to engage all students to promote their social and emotional well-being to improve staff-student connections whether in-person or virtually.

Competency 2: Focusing on Sustainable Results

Describe the School Leadership Team's current reality regarding Focusing on Sustainable Results.

Currently, our School Leadership Team identifies Focusing on Sustainable Results at a Level 2 competency. We believe in the student's ability to learn by meeting with the teachers whether in-person or virtually on an ongoing basis to discuss student-related data and make decisions that focus on sustainable results based on data.

As evidenced by:

The Staff Climate Survey results indicated that staff does conference with students on an ongoing basis. School leaders need to ensure that this practice continues utilizing strategies for virtual conferencing for students who have selected to continue school at a distance in order to sustain these results.

Describe how the School Leadership Team will use the Focusing on Sustainable Results competency in the School Improvement Process.

The School Leadership Team will use the focusing on sustainable results competency by implementing virtual and in-person collaborative planning in the school improvement process to provide and monitor ongoing professional development opportunities in order for teachers to implement strategies that will lead to sustainable achievement results.

Competency 3: Developing Others

Describe the School Leadership Team's current reality regarding Developing Others.

Currently Developing Others is at a Level 4 competency. However, Social Emotional Learning practices require further implementation virtually.

As evidenced by:

The implementation of the MINT support program, staff participation in data chats, collaborative planning, professional development opportunities, leadership team and ESSAC Committee meetings. In addition, teachers completed the mandated Kognito interactive webinar for Social-Emotional Learning. School leaders offer mentoring for new teachers and shared leadership opportunities for decision-making.

Describe how the School Leadership Team will use the Developing Others competency in the School Improvement Process.

The School Leadership Team will continue to work on developing others using the aforementioned methods and implement the Social-Emotional Learning program school-wide in-person and virtually.

Competency 4: Engages the Team

Describe the School Leadership Team's current reality regarding Engages the Team.

Currently the Engages the Team competency is at a Level 3 competency. The School Leadership Team believes in the students' ability to learn and assumes responsibility for students' learning.

As evidenced by:

The Staff Climate Survey results indicated that a small amount of staff are unaware of who the members of the PLST are and their roles at the school. As a result, school leaders will plan and implement professional learning sessions that include the PLST and their function at the school.

Describe how the School Leadership Team will use the Engages the Team competency in the School Improvement Process.

The School Leadership Team will use and engage the team competency to continue providing professional learning beyond mandatory professional development days and include team building activities to cultivate a shared vision and mission for the school. The School Leadership Team will implement ongoing data chats to ensure instruction is data-driven and differentiated instruction is taking place across all grade levels whether in-person or virtually.

PART THREE

PRIORITY ACTIONS DEVELOPMENT

School Leadership Teams will review the Essential Practice Enhancements to create Priority Actions necessary to ensure the successful implementation of the Sustained, Primary, and Secondary Practices by the end of the 2020-2021 school year.

Sustained Essential Practice

SLTs will identify the Priority Actions for the Sustained Essential Practice by determining a list of actions necessary to successfully sustain the identified practice by the end of the 2020-2021 school year.

Secondary and Primary Essential Practices

SLTs will identify the Priority Actions for the Secondary and Primary Essential Practices by reviewing the selected enhancements for each and determining a list of actions necessary to successfully implement the identified enhancements by the end of the 2020-2021 school year.

Priority Actions

Schools will reflect on the implementation of the Sustained Essential Practice, the Primary Essential Practice and the Secondary Essential Practice in the previous year(s) to identify what specific actions are necessary to sustain and/or enhance the practices during the 2020-2021 school year. These actions will be captured under Priority Actions.

The Priority Actions will assist in prioritizing the detailed action plans to be developed throughout the School Improvement Process during the 2020-2021 school year.

SCHOOL CULTURE

Sustained Essential Practice

Effective Use of School and District Support Personnel

Priority Actions for the Sustained Essential Practice

West Hialeah Gardens Elementary will continue to effectively use School and District Personnel to identify early warning indicators for at-risk students in order to provide intervention as necessary whether in-person or at a distance.

Primary Essential Practice

Staff-Student Connections

Priority Actions for the Primary Essential Practice

West Hialeah Gardens Elementary will enhance Staff-Student Connections by providing ongoing opportunities for conferences virtually and in-person once conditions improve related to COVID-19.

Secondary Essential Practice

Social and Emotional Learning (SEL)

Priority Actions to Enhance the Secondary Essential Practice

West Hialeah Gardens Elementary will enhance protocols to include distance learning in utilizing early warning systems to identify and intervene during a potential student crisis.

ACADEMIC PROGRAMS

Sustained Essential Practice

Technology Integration

Priority Actions for the Sustained Essential Practice

Technology integration will continue to be utilized in communicating with staff, students and parents and meeting academic goals in the core programs whether in-person or at a distance.

Primary Essential Practice

Data-Driven Instruction

Priority Actions for the Primary Essential Practice

West Hialeah Gardens Elementary will enhance Data-Driven Instruction by utilizing student data through virtual and/or in-person learning to maximize student achievement.

Secondary Essential Practice

Differentiated Instruction

Priority Actions to Enhance the Secondary Essential Practice

West Hialeah Gardens Elementary will continue to implement differentiated instruction with a focus on the L25% / L35% in both 2019 FSA ELA and Math.

OUTCOME STATEMENTS

The School Leadership Team will create an overarching Outcome Statement in the areas of School Culture and Academic Programs. The School Improvement Process Outcome Statement is the goal the school aims to accomplish by the end of the 2020-2021 school year. SLTs will:

- *Participate in a protocol to assist in creating the overarching School Improvement Process vision for their school.*
- *Consider the predicted results if effective implementation of the identified Essential Practices (Sustained, Primary, and Secondary) occur.*

Develop a statement that encompasses the intended outcome as a result of having successfully implemented the Sustained Practice and Primary/Secondary Essential Practice Enhancements at the end of the 2020-2021 school year.

SCHOOL CULTURE

OUTCOME STATEMENT

School Culture

1. If we successfully implement our Sustained Essential Practice of utilizing School and District Support Personnel, then interventions will be accelerated and student achievement will increase. 2. If we successfully implement our Primary Essential Practice of Staff-Student Connections, then the school culture will improve and lead to increased student achievement. 3. If we successfully implement our Secondary Essential Practice of Social and Emotional Learning, then student achievement will increase.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

1. If we successfully implement our Sustained Essential Practice of Technology Integration through online or in-person learning, then student achievement will be maximized. 2. If we successfully implement our Primary Essential Practice of Data-Driven Instruction with a focus on data, then instructional decisions will be made to positively impact student achievement whether in-person or through virtual learning. 3. If we successfully implement our Secondary Essential Practice of Differentiated Instruction, then learning gains will increase in ELA and Math with the L25% / L35%.

OPENING OF SCHOOL PROFESSIONAL DEVELOPMENT

School Leadership Teams will design a professional development (PD) to be provided during the Opening of Schools Mandatory PD Day. In the plan below, specify the following: morning or afternoon sessions, topics to be shared, protocols being used in both small and large groups, and the facilitator(s) leading the group sessions. The purpose of the professional development will be to share what was realized, acknowledged, learned, and planned during Phase I of the School Improvement Process with teachers and staff to garner feedback.

The professional development should include a summary of the:

- *Data and Systems Review Summary*
- *School Leadership Core Competency Course Reflections*
- *Sustained Essential Practice and Priority Actions*
- *Primary & Secondary Essential Practice Selections*
    - *Priority Actions*
- *Outcome Statements*
- *Key content and strategies from Synergy courses*

The professional development should include opportunities to gather teachers' and staff input/feedback on the following:

- *Essential Practice Selections and Priority Actions*
- *Brainstorm possible Implementation Steps*
- *Identify possible roles/resources*

Opening of School Professional Development Agenda

Opening of School Date (08/20/20) AM-PM	Phase I Topic *What topic will be shared?* • *Data and Systems Review Summary* • *School Leadership Core Competency Course Reflections* • *Sustained Essential Practice* • *Primary & Secondary Essential Practice Selections* • *Priority Actions* • *Outcome Statements*	**Process Description** What process/protocol will be used to share the topic and garner feedback from all stakeholders?	**Activity Lead** Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?
8/27/20 9:00 a.m. - 12:00 p.m.	Social and Emotional Learning	Dealing with student emotions in a pandemic.	Counselors, Susan Fernandez and Laurie Gonzalez Mental Health Coordinator, Meghan Reguera HealthyMe, Shavon Duarte
8/27/20 1:00 p.m. - 3:00 p.m.	Technology Integration	Innovative Instructional Programs and Distance Learning Best Practices	Principal, Sharon Gonzalez Assistant Principal, Mary Pineiro Assistant Principal, Roberto Sarmiento Teacher, Lourdes Nodarse Teacher, Myriam Lindo Teacher, Rosa Menendez-Butler Teacher, Andrea Hernandez Teacher, Melyssa Hogan Teacher, Yoandra Iglesias